



Focus on Foods

Year levels 3–4

Curriculum Links

Health and Physical Education

- Food choices contribute to health and wellbeing.
- Health can include a positive outlook, a strong body and resistance to illness.
- We eat a variety of fresh foods to provide our bodies with the nutrients that make every part of our bodies healthy.

Resources

- A copy of a book relating to food choices, such as one of the examples given below
- Paper, pens and coloured pencils for drawing

Location

The classroom

Duration:
45 minutes

Getting started

- Depending on your students, you might start this lesson by reading a story or a poem about different kinds of foods. Some examples include:
 - *I Will Never Not Ever Eat a Tomato*, by Lauren Child (When the names are fun, the food becomes interesting.)
 - *Bread and Jam for Frances*, by Russell Hoban illustrated by Lillian Hoban (Frances only wants bread and jam, but when that's all she gets, it soon gets dull.)

Foods and fuels

- Ask students to tell you about some of the different foods they have cooked recently.
- Menus or recipes used this term in kitchen classes may help prompt students' memories.
- You might ask students to close their eyes and visualise a 'mental picture' of the harvest table in the kitchen.
- Jot down all the suggestions on the board.
- Prompt students to focus on produce from the garden and dishes cooked in the kitchen classes. This should keep their focus on whole foods and fresh foods (as opposed to packaged products or fast food).
- When you have a few items, ask the class to divide their list of foods into the four groups below. (You can do this by using coloured markers or sticky notes to categorise them, or by asking students to write out each item under the relevant category as decided by the class.)
 1. **Colourful fresh vegetables** (Red tomatoes, leafy green salads, dark green spinach, purple plums or orange pumpkin soup. Fake colours don't count!)
 2. **Grains and cereals** (A grain is the seed of a grass, such as oats, wheat, barley, buckwheat, rice, rye, spelt and teff. A cereal is the 'processed' grain, like flour, which can be turned into bread, pasta and noodles.)
 3. **Dishes with meat, fish, chicken or eggs** (Don't forget to include frittatas, egg slices.)
 4. **Foods containing cheese or milk** (Such as yoghurt, cheese sauce, béchamel sauce.)
- You also need water to help your body take in all the goodness in these foods and stop you from drying out!
- Do students know how these foods 'fuel' our bodies? Discuss how cheese and milk foods are considered to make strong bones and teeth, meat and egg dishes are good for building muscle, colourful fresh vegetables keep our hair and skin looking good and our bodies working properly, grains and cereals give us energy.

Taking it further

- Students choose or are assigned one of these groupings. They make a collage or collection of images in their workbooks, with a variety of pasted images of these foods.
- Alternatively, students could make a four-page book and place one collage per page, covering all four groups in their booklet.

Extension / Variation

- Fast finishers and keen cooks can be provided with a familiar recipe with ingredients from more than one of these four groups. They analyse the ingredients list of the recipe and write each ingredient under one of the four group names (you will probably need a category called 'Other' for salt, pepper, spices, oil etc). A great recipe to do this with would be a lasagne or a pasta with sauce, as they include starches, oil and vegetables of different sorts.
- There are recipes ready for you to print on the Shared Table at kitchengardenfoundation.org.au. Log in, visit the Resource Library and search for recipes such as *Linguine with basil pesto* or *Winter greens & ricotta lasagna*.

